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GUIDELINES FOR PHOTOGRAPHING WOMEN IN DEVELOPING COUNTRIES

"Language and pictures are a reflection of cultures and attitudes; hence, they can perpetuate myths and stereotypes."

AND WOMEN IN DEVELOPMENT

In recent years, women in development (WID) has become an important development policy issue. Research and experience are showing that development assistance has often failed to reach women, both in absolute and relative to men. In recognition of this, the Canadian International Development Agency (CIDA) is implementing a strategy to ensure WID becomes an integral part of all development policies, plans, actions and evaluations. The basic principle underlying CIDA's policy is that development must involve both women and men to be effective. The integration of women into the development process is thus an economic objective as well as a social equity goal. CIDA is committed to ensuring that its programs have a positive impact on women, both as agents and beneficiaries of development.

CANADIAN GOVERNMENT POLICY ON THE ELIMINATION OF SEXUAL STEREOTYPING

The mandate for developing guidelines for photographs of women in developing countries is contained in Chapter 484 of the Treasury Board Administrative Manual issued in December, 1984. This chapter outlines the policy of the Canadian government to eliminate sexual stereotyping from all government communications. The policy is consistent with the National Plan of Action on the Status of Women and with Canada's ratification of the United Nations Convention on the Elimination of all Forms of Discrimination Against Women.

The Department is responsible for ensuring that the policy is applied in all activities. The Treasury Board recommends the development of detailed administrative guidelines suited to the specific circumstances of each department. In accordance with this recommendation, CIDA has prepared guidelines to implement government policy. The guidelines describe how the actual underpinnings of CIDA's approach to women in development can be illustrated visually through photographs. They are intended for use by CIDA photographers, cooperants, consultants, and employees going abroad.

The guidelines for Visual Communications found in Chapter 484 of the Treasury Board Administrative Manual are reproduced below. They were prepared for use in Canada and may not apply to all other societies. What is perceived as additional in Canada (i.e. female construction workers) may in fact be additional in some developing countries. The underlying principles, however, can be applied to any society.

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Treasury Board Guidelines for Visual Communications

Visual materials include photographs, slides, films, story-boards, posters, exhibitions, advertisements, illustrations or any other graphic material.

Pictures of women should appear as frequently as pictures of men in graphic material. Specifically, women should be shown:

- . as actively participating in all aspects of life and not necessarily as the recipients of advice, instruction or criticism nor as instructors in certain fields only;
- . as being of all ages and ethnic origins, and of differing physical attributes;
- . along with men, in non-traditional roles (e.g. men looking after children and women working as executives or in mines, construction, etc.);
- . at all levels of authority within any occupation; and
- . as having achieved success in all fields of endeavor (e.g. sports, the arts, business, etc.).

Works by and about women should be included in any exhibition, display, or visual presentation.

Subliminal messages can be conveyed by the positioning of women in visual material. Avoid postures which portray women or men in scenes of dominance or submission, or as being more or less serious or business-like than the other (e.g. portrait of a man completing his income tax return and a woman standing by).

CIDA GUIDELINES FOR PHOTOGRAPHS OF WOMEN IN DEVELOPING COUNTRIES

In the past, photographs of women in developing countries tended to focus predominantly on women's role as mother with the result that women were seldom portrayed in their equally important, productive roles. Photographs should reflect women's vital roles in such key sectors as agriculture, forestry, energy, water and sanitation management, marketing and distributing, population, health, nutrition and education. Women's work at all levels within these sectors -- as trainers, community organizers, project managers, and participants -- should be portrayed. Photographs which demonstrate that women are active in these areas and areas where it has been commonly assumed they have little or no involvement can improve Canadians' understanding of the multiple roles of Third World women.

Photographs juxtaposing the "underdeveloped" tasks of women against the technologies or advancement of development would be useful as they would help to illustrate the isolation of women from the mainstream of development activities.* An example could include a photo of a woman carrying water for family use with mechanized irrigation systems watering crops in the background.

As women become more fully integrated into the mainstream economies of their countries, they will become visible in many areas which may not be identified here. The following examples are thus not meant to limit or exhaust all other possibilities. They will, however, indicate new areas of emphasis.**



(CIDA photo: D. Mehta)

* Research has shown that modernization and mechanization of agriculture have displaced female workers in many developing countries, forcing them into marginal labor-intensive, low-wage occupations and activities. Women are seldom trained in new technology or methods of increasing production.

** A photograph alone cannot fully portray the true situation of a woman. The photograph's caption is equally important. For assistance in this area refer to "Guidelines for Non-Sexist Writing", Canadian Advisory Council on the Status of Women, and "A Guidebook for Non-discriminatory Communication", International Association of Business Communicators.

WOMEN AT WORK

"Women put in two-thirds of the world's working hours, receive one-tenth of the world's income and own one-hundredth of the world's property". (The United Nations)

Objective: To identify the contributions women make to socio-economic development. A focus on the full range of women's work will assist in identifying factors that hinder increased productivity in those sectors where women are predominant.

1. Agriculture/Food Production -- Examples

- 1.1 Work in the fields, both on export crops such as oilseeds, sugarcane, coffee, fruit, cotton, and on crops for local or family consumption such as rice, maize, wheat, and vegetables:
 - . Planting
 - . Weeding
 - . Harvesting
 - . Watering
- 1.2 Post-harvest work:
 - . Drying
 - . Husking/shelling
 - . Processing/preserving
 - . Storing produce
 - . Building storage facilities
- 1.3 Livestock work/Animal husbandry:
 - . Gathering animal fodder
 - . Feeding, caring for and working with animals: buffalo, cows, goats, chicken, oxen
 - . Processing milk, selling eggs
- 1.4 Fisheries:
 - . Catching
 - . Cleaning
 - . Drying/processing
- 1.5 Agro-Forestry
 - . Planting and caring for trees

2. Energy (Extraction, Conversion and Use)-- Examples

- 2.1 Providers of commercial and non-commercial sources of energy:
 - . Gathering and carrying wood, leaves, residue (primarily cow dung), twigs, stalks
- 2.2 Converting energy:
 - . Preparing residue for fuel
 - . Maintaining biogas units
- 2.3 Users of energy:
 - . Household and homecraft activities: food production, processing and preparation, heating and lighting
 - . Using various stoves i.e. biogas, charcoal, natural gas, wood

3. Water -- Examples

- 3.1 Fetching/carrying water for irrigation, drinking, cooking, washing:
- . Using wells and other water sources
 - . Using/maintaining handpumps
 - . Watering crops, gardens

4. Wage Labor* -- Examples

- 4.1 Road construction/maintenance
- 4.2 House and building construction
- 4.3 Quarry/mine labor
- 4.4 Plantation workers: tea, bananas, coffee
- 4.5 Domestic service
- 4.6 Factory work

* See also Agriculture and Industry/Business

5. Industry/Business - Examples

- 5.1 Suppliers/vendors/traders
- . Street vendors in urban and village market stalls, selling and trading food, jewelery, produce and processed consumables, raw materials, livestock, meat and fish
- 5.2 Cooperatives/small-scale enterprises:
- . Agro-industries: animal raising, egg production, processing oilseeds, dairy products and other foods, preserving food, bee-keeping
 - . Light manufacturing, textiles (garment industry), iron-smiths
 - . Book-keeping/accounting
 - . Restaurant and hotel
- 5.3 Purchasers of goods

6. Household Work* -- Examples

- 6.1 Food gathering, processing and cooking: tending gardens, grinding spices and grains, processing food for household consumption, cooking meals for family
- 6.2 Purchasing household goods/necessities
- 6.3 Washing/repairing clothes and dishes
- 6.4 Building/repairing family shelter
- 6.5 Care of family: carrying food to fields for relatives; care of sick (children and adults); care of elderly, educators of children

* Findings of the World Health Organization show that women not uncommonly work 16-hour days to meet the basic needs of their families. Such workloads are often combined with frequent pregnancy, childbirth, breast feeding, and inadequate food. It is important to understand the critical inelasticity of poor women's time, particularly in rural areas.

WOMEN AS AGENTS OF CHANGE

Women are active in public life as leaders and decision-makers, although often less visibly or to a lesser extent than men. Where warranted, women should be shown as active promoters of development projects, community motivators, government workers, agriculture extension workers and so on. It is additionally important not to overlook the contributions made by female artists/creators, and gifted women.

7. Education -- Examples

- 7.1 Educators and students at all levels
- 7.2 Adult literacy classes: both formal and non-formal (classes in private homes or at the local community/health centre)
- 7.3 Female schools including vocational/trade schools and agricultural colleges
- 7.4 Non-traditional education:
 - . Architecture
 - . Mechanics, welding
 - . Engineering
 - . Electronics
 - . Carpentry

8. Community Development Workers

- 8.1 Examples:
 - . Cooperative leaders and participants
 - . Local teachers/trainers
 - . Doctors/health workers
 - . Agriculture extension workers
 - . Local employees of development organizations working on projects

9. Women in Political Life

- 9.1 Examples:
 - . Local government workers/representatives
 - . Leaders of women's groups
 - . Women in all aspects of political life
 - . Women as active participants and leaders in liberation struggles
 - . Women as village leaders

10. Health -- Examples

- 10.1 Female health professionals such as doctors and researchers; and women at the community level such as herbalists, traditional birth attendants, nutrition agents
- 10.2 Facilities/services: mother/child health centres, clinics, family planning/contraceptive distribution centres.
- 10.3 Domestic environment and sanitation facilities

These photographs will be used by CIDA for Agency publications such as annual reports and country and sector fact sheets. The guidelines should assist CIDA photographers in contributing to a bank of photographs which will better reflect the reality of women's roles in developing countries.

Version française disponible sur demande

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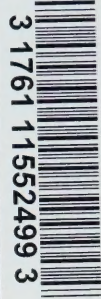
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